

The Catalyst



The Newsletter for Interpretation in California State Parks

Summer 1998

Volume 3 No. 4

School Programs

A Look at Our Report Card

By Jack Shu

Office of Community Involvement

We got the report cards in the mail and the grades are great! As one of the Department's Performance Based Budget Measures, the Interpretation Section developed an evaluation tool to see how congruent our school group programs are with school curricula.

Since it was a statewide measure, we were advised to use the Science and Social Science Frameworks from the Department of Education. Both of these frameworks have curriculum evaluation sections with suggested issues to consider. The five areas teachers were asked to grade on the evaluation were derived from these suggestions. The other four areas they graded had to do with the site and logistical issues.

From December to about mid-May, 1,500 of the evaluation forms were randomly distributed to teachers as they completed school group programs at state parks. An initial data analysis provided by the 384 evaluations mailed back to us showed the following:

- The overall grade point average teachers gave for school group programs was 3.60.
- The grade point average for questions which have to do with congruity with educational curricula averaged 3.57.
 - 42% of the programs were given to 4th graders; together with the 3rd and 5th graders 74% of the programs were given to these three grade levels.
 - The surveys often had very complimentary comments about park programs and the staff who presented them.
- About 30% of the teachers gave straight "As" when asked to grade nine aspects of the school group program they experienced.

• The results of the survey established a high benchmark for school group programs; however areas for improvement may still be identified when reviewing the data.

The evaluation will be conducted again this year so that we can gather more information and look for some trends. In the meantime, congratulations to all of you who conduct school group programs for doing a remarkable job. 🐾

REPORT CARD	
Grade Point Average	B+
Educational Content	3.7
Presentation to Students	3.5
Useful to Students	3.6
Educational Pedagogy	3.4
Teacher Usability	3.5
Pre-Trip Information	3.3
Logistics	3.7
Accommodations	3.8
Safety	3.8



CALIFORNIA STATE PARKS

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Contributor's Guidelines

Catalyst welcomes your original articles of any length! Or, send copies of stories published elsewhere that you think our readers will appreciate. Be sure to include information about the publication so we can get permission to use the material. You may submit an article at any time.

We **really** appreciate articles submitted on disk or by e-mail. We can read most formats of DOS/Windows disks. Printed manuscripts, facsimile or phone messages are also accepted. Please advise if you would like your diskette returned, otherwise we will recycle it in our office to save postage.

Illustrations are strongly encouraged. Drawings, graphs or other illustrations may be submitted on disk or hard copy. Black & white glossy photos are preferred; color prints or slides are usually acceptable. All photos and artwork submitted will be returned promptly.



"If I had influence with the good fairy who is supposed to preside over the christening of all children I should ask that her gift to each child in the world be a sense of wonder so indestructible that it would last throughout life, as an unfailing antidote against the boredom and disenchantments of later years, the sterile preoccupation with things that are artificial, the alienation from the sources of our strength"

—Rachel Carson

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From the Editor

We put this Catalyst together with you in mind. All of you, a diverse and eclectic lot. You will find a broad mix of interpretive topics — a veritable salad of good ideas spanning the field of interpretation: natural history, cultural history interpretation, exhibitry, management ideas and more.



We've devoted a whopping seven pages to children's interpretation in this issue. There's a good reason. According to the Travel Industry Association, nearly half of U.S. adults (46%) said they included a child or children in their travels. Kids make up a big (and important) part of our audience.

Do you ever write text for exhibit labels? Check out our book review of *Exhibit Labels: An Interpretive Approach* by Beverley Serrell, reviewed by Jana Seely; Assistant Registrar at Hearst San Simeon. Jana can be reached at hcregis@callamer.com. This is revised from a review that first appeared in *Registrars' Quarterly*, a publication of the Registrars' Committee-Western Region.

Taking Care of Docents on page 7 was written by Bill Brown. You may have seen him up in Coloma in January and in Auburn in May. Bill is a Docent at Sutter's Fort, part of the living history program, Demonstration Days, & environmental living history. He is also a living history docent at the Old Eagle Theater. He can be reached at TrePainter@aol.com.

Flowers Can Foster Children's Awareness follows on page 8. Lynn Libous-Bailey is an avid gardener living in Leland, Mississippi. This article was originally published in "Planting Foundations," the bi-monthly newsletter of the Native Plant Conservation Initiative. The newsletter may be found on the NPCI website at www.aqd.nps.gov/npci

Linda McDonald brings us up to date on access issues for visitor centers and museums on page 10.

Tom Vaughn challenges some dearly held bureaucratic beliefs in *Changing the Way We Think*. This article

originally appeared in Moose Lips, the NAI Region 7 newsletter. Tom is a private sector interpreter from Masncos, Colorado. He would love to hear from you at wt@fone.net

Six Personalities for the Preschool Interpreter comes to us from Scott Detwiler, naturalist, Greene County Park District, in Xenia, Ohio. This article originally appeared in *Four Thought*, the NAI Region 4 newsletter. Scott can be reached at (937) 429-9590.

Was that a Dog or Coyote? was written by Jack Hall. Jack recently completed his masters degree and is currently seeking employment in the field of interpretation. He can be reached at JHall92816@aol.com. This article originally appeared in *The Hyla*, the newsletter of Sandy Creek Nature Center in Athens, Georgia.

Could you use one more Junior Ranger program? Here's a ready-to-use program from Joanie Cahill at Anza-Borrego Desert State Park. She can be reached at joanie@statepark.org.

Joseph Cornell sends *Nature Education and Intuition*. Joseph Cornell is the author of *Sharing Nature with Children*. You can find out more about his work by visiting his website at www.sharingnature.com, or calling (530) 478 7650. Next summer, Joseph will be giving a week-long training program in Northern California.

Have you thought about going to the National Interpreter's Workshop in Anchorage this October? It might be cheaper than you think. See what we found on page 17.

You'd be surprised how many of our units have at least one old apple tree. Check out *The Interpretation of Apples* by Neal Bullington, NPS Interpreter. Neil is Chief of Interpretation at Sleeping Bear Dunes National Lakeshore in Michigan. He can be reached at (616) 326-5134.

And finally, California's Tapestry asks us to ponder cultural identity. That's about all for now. We've got to get going on the fall Catalyst. Stay tuned!

Brian Cahill, Editor

What's Up?



Interpreters' Resources

NAAEE Conference

The North American Association for Environmental Education will hold its annual conference in Atlanta, Georgia on September 4-8. This year's theme is "EE and the Urban Setting." For more information see www.naaee.org

AASLH and CCPH Joint Annual Meeting

The American Association for State and Local History and California Council for the Promotion of History will hold a joint annual meeting in Sacramento September 9-12, 1998. The theme will be "It's A Living: The Business of History." For more information see www.aaslh.org or call (615) 255-2971.

Oral History Association

The 1999 annual meeting will be held October 7-10 in Anchorage, Alaska. The theme is "Giving Voice: Oral Historians and the Shaping of Narrative." For further information contact: (509) 335-8569.

Watchable Wildlife Conference

This year it will be in Albuquerque, New Mexico, October 13-16, 1998. For more information see <http://southwest.fws.gov> (then go to Events).

Universal Design

The National Center on Accessibility will conduct its premier training course for parks, recreation and interpretation December 7-11, 1998 in Houston, Texas. For more information see www.indiana.edu/~nca or call (765) 349-9240.

"There's a Hair in My Dirt, A Worm's Story"

Gary Larson, creator of *The Far Side*, has just published a new book that is a great introduction for young adults to ecology and conservation. The book is titled, "There's a Hair in My Dirt, A Worm's Story" (New York: Harpers Collins, 1998). Larson uses a family of worms to demonstrate that, "nature is part of us and we are part of nature . . . While it is true that all organisms are dependent on others, the ecological web they create is built entirely from mutual exploitation. Life is tough! There is no free lunch, and what one creature consumes, another must provide." If you are a fan of *The Far Side* and want to exploit an unusual interpretive tool, check out this book!

Volunteers from the Web

Would you like to post some volunteer opportunities on the web? You can join over 10,000 organizations from 120 countries. See www.idealists.org

Its YOTO!

Did you know 1998 is the International Year of the Ocean? You can get involved too! See www.yoto98.noaa.gov

Insects

The Entomological Society of America has just released *A Guide to Common Names of Insects and Related Organisms*. For information or orders call (301) 731-4535.

Archaeology

A new book *Presenting Archaeology to the public, Digging for Truths* helps bridge the gap between archaeologists and the public. \$24.95 from AASLH, call (805) 499-9774.

Accessibility Guidelines for Kids

New access guidelines for buildings and facilities designed for children's use have been published by the Access Board. You will find a table of children's reach ranges (useful for designing interactive exhibits) along with things like how high to mount the water fountain. You can get a copy from Pacific DBTAC at (800) 949-4232.

Naturefacts Bandanas

The only thing more useful than a plain bandana might be one of these! They come printed with identification guides of animal tracks, butterflies, songbirds, scat, whales, stars and many other things. Your Junior Rangers will love them! Available for \$6.00 each from Environmental Media, (800) 368-3382.

HFC Online

A new website for Harpers Ferry Center was launched by the National Park Service. The new website features the media products and support services of the Center, and includes online samples of recent projects completed for national parks across the country. The website is: <http://www.nps.gov/hfc/>



Dear Master Interpreter

Dear Master Interpreter,

My boss must be some kind of research freak. Even though I've been doing this program for nine years he wants me to look a bunch of things up for him. Some are commonly recognized facts, why do they need verifying in some book?

Old Timer



Dear Old Timer,

You'll know why when you have done your research. If it is basic common knowledge it shouldn't be hard to look up. What is surprising is the incredible amount of folklore that gets passed along through the years by interpreters. Every unit has myths that have slipped into interpretive presentations. It's really a worthwhile exercise to make sure none of these unverifiable myths have slipped into your program. An ethical interpreter must take the time to verify the facts.

MI

Dear Master Interpreter,

I am a volunteer interpreter at a busy and popular visitor center. The staff here has decided that we all need to do 30-minute programs. I need at least an hour to cover my subject, and even then folks often ask questions for another 30 to 45 minutes. Have you ever heard of anything like this?

Slightly Longwinded

Dear Longwinded,

Yes, I have. One of the first rules of interpretation is to leave your audience wanting more, not wishing you'd stopped sooner. Sometimes posing a question to an enthusiastic interpreter is like trying to take a drink out of a firehose. Take another look at your program's underlying theme. Consider ways to narrow the focus or break it into several shorter programs. People, in general, have short attention spans (and they're getting shorter). Researchers took a look at the news tapes from the 1968 presidential campaign where the average sound bite was 42.5 seconds; by 1988 the average had dropped to 10 seconds.

Besides, isn't your goal at the visitor center to get folks out into the park? Don't keep them in the auditorium too long!

MI

Dear Master Interpreter,

I saw a program once where the interpreter used a variety of live animals. The audience loved it. I'd like to try that here. Is it O.K.?

Ranger Doolittle

Dear Doolittle,

Direct exposure to live animals is one of the best ways to positively influence children's attitudes about nature. Few tools help an interpreter capture youngsters' attention like a live and tolerant snake. However, they **must** always be well treated and cared for. This rules out keeping most mammals (except small rodents) and all healthy, able-bodied birds — who

would require large areas beyond the capability of park facilities. The only animals that should be considered are hardy and common species from the local area, which were lawfully obtained (probably from outside the park).

Finally, when using animals in interpretive programs, it is important to include messages against visitor collection of live animals with explicit justifications for the park's educational use of same.

MI

Dear Master Interpreter,

I recently ended up at the medical clinic at Yellowstone NP. You won't believe a t-shirt I saw there!

"Enjoy your stay in our nation's first national park," it said. "And remember our national parks belong to everyone, not just Bruce Babbitt or some squirrely ranger. You have every right to indulge yourself in Yellowstone. So feed the bears, walk right up and pet the moose, let your children ride the buffalo, swim in the boiling hot mineral pools, drive fast and pass on curves. These messages from the folks who really care: Yellowstone Park Medical Services. We want your business!"

Still Smiling



Book Review

By Jana Seely

Assistant Registrar, San Simeon

Exhibit Labels: An Interpretive Approach

By Beverly Serrell

Published by AltaMira Press,
Walnut Creek, CA in 1996



As a bibliographic entry, the arrangement of the information you see above doesn't conform to scholarly standards. But viewed as a simple informational label, patterned after author Beverly Serrell's design, it immediately tells readers what they need to know in a sensible order and an accessible manner.

Although label-writing for museum exhibitions is customarily a curatorial function, sometimes that job falls to the interpretive staff.

Exhibit Labels is an excellent guide for anyone involved in producing written interpretive communication.

In 1979, Beverly Serrell published a precursor: *Making Exhibit Labels: A Step-by-Step Approach*. In this most recent book on the creation of exhibit labels, the author presents concepts and principles from her former work that she still believes to be true (labels should be written for the broadest possible audience), what she has learned that she didn't know then (commonsense labeling is surprisingly uncommon), and things she said then that she doesn't believe anymore (that visitors can be classified into different standard types).

The author's foremost and overriding conclusion is that an exhibition, and its accompanying labels, must have a single focus that unifies all its parts. Demonstrated experience makes her arguments convincing.

Each of the twenty chapters stands alone. Chapters can be read in any order, with the main idea stated at the beginning. Titles include: "What Are Interpretive Labels?," "Learning Styles," "Writing Visitor-Friendly Labels," and "Making Words and Images Work Together." The narrative is conversational, quickly and easily read. One especially appealing feature is the integration of illustrations and text; figures are referenced in the narrative so the reader knows exactly where the photographs fit into the story.

Sidebars and case studies are separate from the narrative, but are always relevant and illustrative of the chapter's main theme.

Serrell compares labels to storytelling and advises museum professionals to write and illustrate *for their audience*. No matter how eloquent or insightful the writing may be, if the messages aren't getting through, the labels aren't working.

She also espouses the less-is-more method. A small amount of the right kind of information can make visitors want to invest their limited time in reading what has been so carefully and pointedly written. Too many words overwhelm and discourage.

Also of special interest and value, this book offers guidance in the art of producing informational, non-interpretive types of labels. Instruction is found here for creating articulate and compelling identification labels, donor information lines, credit panels, wayfinding and orientation signs, and prohibitive messages.

This paperbound volume of 261 pages contains black-and-white photographs, a glossary, resource list, bibliography, and index.

In *Exhibit Labels: An Interpretive Approach*, Beverly Serrell has successfully followed her own counsel and has written something that communicates clearly and concisely to readers what they want to know, and, like a fine exhibition, synthesizes discrete elements into a coherent whole. ☛

Taking Care Of Docents

by Bill Brown
Living History Docent

Let me introduce myself. I am a living history docent at Sutter's Fort. My hobby has included several years of research. My clothes and equipment in most cases I made myself. Unfortunately, like all hobbies, it has cost me more than I would like to admit. To prepare for an event, I will have to spend a couple of days packing, and reviewing my historical material. When I return home it will take me most of the next week to unpack and make any necessary repairs to my equipment. I am donating my time and absorbing some costs. But I enjoy giving, for this is my hobby and why they call me a volunteer.

The most enjoyable part of my work is to educate and entertain our visitors about our rich heritage. It is always a delight to see the smiles on the faces of visitors when they get an answer to a question that they were looking for, or that chuckle when they find out the source of an old saying they remembered as kids. To make the event its best, I try to make myself available to the public at all times. But, what I didn't tell you was that I can get very tired, hungry, and above all thirsty on a hot day entertaining your visitors.

So you ask what you can do for me? First, give me a small event calendar and any material you think I may need to answer the visitors' questions. You are not always around or available all the time.



The most enjoyable part of my work is to educate and entertain our visitors about our rich heritage. But, don't forget that I can get very tired, hungry, and above all thirsty on a hot day entertaining your visitors.

Secondly, I need a place to step away from a break that is out of the public's view. Here I can relax a minute, drink some water/coffee/soda, or perhaps have a little snack. Maybe you will consider feeding me, so that I do not have to leave your facility to find food. If your event spans a couple of days, not having to plan any meals would sure make my life easier. I would sure enjoy meeting your group, sharing experiences with other volunteers, and especially learning more about your event or the history of the area. Since I'm dealing with the public, providing security is appreciated. Some of my equipment is irreplaceable.

In closing, I would like to recognize the outstanding job that the staff up in Coloma did for all the participants on Jan 24, 1998. The staff went out of their way to make our lives easier by providing a rest/food area. We all commented how much we were appreciated, and that we all wanted to return next year.

Please remember that we want to make your event as successful as you do. Taking that extra time and making the effort to care for your volunteers is what can make a big difference. Hopefully you will invite us back for your next event. 🐾

Flowers Can Foster Children's Awareness

By Lynn Libous-Bailey

"Let your child(ren) know that you are interested in what they're learning and what is going on in their classroom," everyone told me. "It's really important to get involved." Sure, I thought, I work a full time job outside the home. Just how involved can I be?

When my daughter entered four-year-old kindergarten, I signed up to make cupcakes for Halloween, supply fruit drink for Valentine's Day, and dye the eggs for the Easter egg hunt. But surely, I kept thinking, there is more that I can do. Something that would enlighten them to the world around them, make them think, and feed their minds.

Not sure exactly what I could do, an opportunity presented itself. The calendar which came home for the month of September had two to three colors written in the Monday slots. These were the colors the class would be studying that week. The students were asked to bring something from home that contained that color. I am a weekend gardener with an affection for native plants. Color abounded in the yard during the fall so why, I thought, couldn't my child take flowers? And so it began.

The first week brought with it the colors red, blue and yellow. Those colors were easy enough to come by. On Sunday evening, my daughter and I walked around the yard. With clippers and an old purple metal



pitcher in hand, I had her find flowers that were the colors we needed. Red came easily enough in the twisted, partially open flowers of the Turk's Cap Mallow (*Malvaviscus arboreus*) and the large fully opened flower of the Texas Star Hibiscus (*Hibiscus coccineus*). Satisfied with two stems of each, my daughter eagerly held the pitcher while I placed the stems in the water.

"What color's next?" she asked. I held up a 3x5 card with the word 'yellow' printed on it. After she read the word she smiled. "I know where a yellow flower is," she said, and she led me to the front of the house where the clump of 'Firework' Goldenrod (*Solidago rugosa* 'Firework') was still in bloom. Three stems of the arching sprays were added to the pitcher and we were off to the back to find the sunflowers that she suddenly remembered seeing the day before. Still in bloom, the stiff hairy Sunflower (*Helianthus*

tomentosus) with its towering seven-foot stems were the next choice. Three stems were cut and the lemon yellow flowers of this sunflower provided a wonderful balance to the hibiscus in the vase.

"B-L-U-E. Mommy, what does that spell, blue or purple?" my daughter asked as I held up the next card for her to spell out. "Blue," I said, smiling, "Can you find a blue flower for the arrangement?" While blue may be lacking in many yards, ours contains Bog Salvia (*Salvia uliginosa*), which has naturalized in many areas across the southeast. As with many other plants of that genus, the foliage is highly aromatic — just not pleasantly so. The clear true blue flowers are the redeeming characteristics of this plant and it became the third color to round out the arrangement.

Excited by sharing some of 'her' plants with the class, Mabry took the

arrangement in on Monday. I had written the common names of each flower in the corresponding Crayola color with a brief description of each for the teacher to read. A note attached to the pitcher let the teacher know that the odor was from the foliage of the salvia and not rancid water in the pitcher! When I arrived to pick my daughter up after school the teacher was overwhelmed with enthusiasm. Not only did the children enjoy the different colors and shapes of the flowers, but the odor differences as well. A unanimous consensus of "that blue one stinks" was returned by the class.

In the weeks that followed the colors green and purple were on the agenda. The vase was filled with the dangling green seed heads of Woodland River Oats (*Chasmanthium latifolium*). It not only provided something green, but something

moving as well. The children loved them, as did the teacher when I told her she could keep them for a dried arrangement. Since I had hundreds of them, I sent enough so that each child could do a crayon rubbing, in green of course, of the arching flower head to take home. Additional green came from several stems each of Scented Goldenrod (*Solidago odora*), Mountain Mint (*Pycnanthemum montanum*) and Sweet Annie (*Artemisia annua*). The vase was not only filled with different shapes, but three scents as well. The report from the teacher was another A+. My daughter told me the kids liked the scent of these plants "a lot better than that stinky blue one!" Another sense awakened.

When it was time to gather something purple, I was more excited than my daughter. She selected several stalks of the American Beautyberry (*Callicarpa americana*).

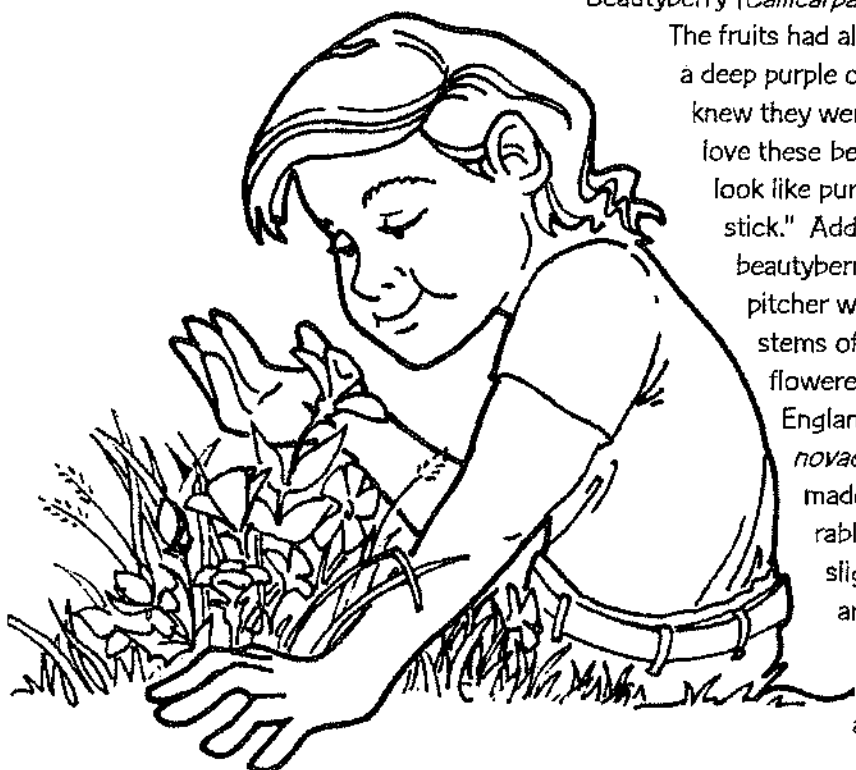
The fruits had already attained a deep purple color and she knew they were going to love these because "they look like purple balls on a stick." Added to the beautyberry in the purple pitcher were several stems of a purple flowered New England Aster (*Aster novae-angliae*). It made for a memorable, if not slightly gaudy arrangement.

Orange
and brown

were the next colors to be studied. It was my daughter who noticed the last cluster of orangish Trumpet Creeper flowers (*Campsis radicans*) blooming along the grey cypress fence. Brown comes easily enough during the late fall and we gathered several stiff fawn-colored flower spikes of Blazing Star (*Liatris spicata*) and a handful of tan Switchgrass (*Panicum virgatum*) blooms. An October arrangement from the florist couldn't have looked better.

The last colors to be studied would be black and white. The arrangement for these colors would be of numerous stiff, now blackened cones of the Purple Coneflower (*Echinacea purpurea*) and three stems of the alba form of American Beautyberry (*Callicarpa americana* 'Alba') with its perfectly formed ivory fruit clusters. It was more than just a study in contrasts, it was a study in memory as well. Most of the children remembered the beautyberry from the purple form they had seen several weeks before. Being able to pull from past experiences, the teacher informed me, was as important as learning something new.

I am currently planning a permanent "Crayola Garden" using native plants. It will have to be an after school/work/weekend project, but the interest from parents, teachers, and students is high. Participation comes in all forms. I may not be able to give an entire morning to help out with parties or assist on a field trip, but I can participate and hopefully make a difference in the way the children view the native flora. 🌿



Everyone's Welcome - Sound Familiar?

By Linda McDonald

When folks in the Interpretation Section saw the title of the American Association of Museums' new publication *Everyone's Welcome*, we were suspicious about the amazing similarity to the title of our own *All Visitors Welcome*. Was this a case of coincidence, near-plagiarism or merely the sincerest form of flattery?

After attending the workshop by the same name at the AAM conference in Los Angeles in May, I can say that I believe it was a coincidence. Erika Porter made an excellent choice—an appropriate, attractive title for our recently-reprinted publication. *All Visitors Welcome*, first published in 1994, highlights techniques for accessibility in California State Parks' interpretive programs and facilities.

Everyone's Welcome focuses on the Americans with Disabilities Act and how it applies to Museums. The publication was four years in the making and includes a great deal of detail regarding the law and its application.

Here are some highlights:

"Accessibility pertains not just to buildings and programs but to attitudes of tolerance and sensitivity as well. The ADA requires access to goods, services, and benefits offered to the public, and prohibits discriminatory exclusion because of a disability."

"Must I follow Title II or Title III? If your museum is owned and

operated by a state or local government, you must follow Title II (which is more strict). If your museum is privately owned and operated or a nonprofit 501(c)(3), you must follow Title III. However, the government funding source may, as a means of meeting its Title II obligations, require you to comply with certain Title II provisions."

The preceding excerpt has important implications for concessionaires and nonprofits that operate within State Parks. It is recommended that the state include language in contracts that requires Title II compliance for entities that contract with the state.

Everyone's Welcome offers a strategy for accessibility based on **nine building blocks**, as follows:

1. Accessibility Statement
2. Accessibility Coordinator
3. Accessibility Advisory Council
4. Staff Training
5. Review of Existing Facilities and Programs
6. Planning for Accessibility
7. Promoting and Advertising Accessibility in Museums
8. Grievance Process
9. Ongoing Review of Access Efforts

The exhibit design sections of *Everyone's Welcome* present detailed, illustrated ideas and solutions for exhibits. This is the best resource I've seen for accessible exhibits. If you are planning exhibits or working with a contract for new or rehabilitated exhibits, I highly recommend that you purchase a copy of *Everyone's*

Welcome. It is available through the AAM Bookstore at (202) 289-9127 for \$25 (members) or \$30 (non-members).

The publication is offered in a package deal with a 24-minute video. The video is designed for a board of directors and encourages accessibility planning and buy-in from the top levels of museum management. I don't think the video will be useful to most State Parks because it has very few real-life suggestions to offer. It may be appropriate to show once at a staff meeting. If you would like to borrow the video, contact me, Linda McDonald, at (916) 653-0786 or Calnet 453-0768. ♡

Accessibility Alert

The next phase of accessibility surveys will focus on interpretive services. Most districts have completed the facilities surveys and are in progress with trails surveys. Interpretive services encompass the programs and communications that are a vital component of accessibility. The goals for completing surveys on interpretive services should be announced soon. This phase will assist districts in considering facilities, trails, **and** interpretive services when setting accessibility improvement goals.



A Crash Course In Early Childhood Education

Six Personalities for the Preschool Interpreter

by Scott Detwiler, Naturalist,
Greene County Park District, OH

This summer, I had the pleasure of leading an environmental summer day camp. One of my responsibilities was to orient volunteers who help with our preschoolers, and I had to orient them fast on the first day of the program. Working with preschoolers, though, takes a bit of mental adjustment. I needed to provide a crash course in early childhood education. I developed this list of personalities as a short-hand way to emphasize what preschoolers need in a leader.

The capsule format makes it an easy read for a handout, or a starting point for group discussion. For a more interactive approach, a group could role play "good" and "not so good" examples of each personality.

Model Do the craft or the activity yourself along with the kids if you can. They like to model older people. If you cannot do the craft along with them, do an example ahead of time to show the kids that you had fun doing this, too!

Third Hand Help the kids with their crafts, but resist the temptation to do the entire craft for them . . . just help with the difficult parts. Some might argue that helping at all inhibits the child's creativity. The trick is to help just enough to make an attractive craft. This ensures the child has positive feelings toward his creation, not frustrations with being unable to do it correctly.

Hint Remember that everything is new to them and they can use a few suggestions to help them organize their environment. Encourage them to do the looking as much as possible. Give general directions and let them do the rest. ("I think there might be some mushrooms behind that log. Why don't you have a look?")

Shepherd Actively, but gently, encourage the kids to stay focused. Preschoolers easily get distracted or stray from the group. It's not intentional; rather, it is how their brains are wired at this age. Gently guide them back into the activity. ("Yes, that is a neat insect. But we're looking for mushrooms — is there one on the log where you found the insect?")

Gymnast Mental gymnastics, that is. The short attention span of little ones is well known. Be prepared to shift gears suddenly when

something new appears, particularly a brown, furry, active something new. Work the short attention span to your advantage. The preschooler won't mumble about failing to stick to the lesson plan as you shift from the dashing squirrel back to the pretty flower once he is out of sight. Don't be afraid to return to your program after the teachable moment.

Grandparent Note that we didn't say "parent." A parent (generalizing, of course) has the everyday responsibility to see that their children are developing properly. As interpreters, however, we typically see a child once for a few minutes. Our responsibilities are more limited. Preserve the good feelings and wonder of the moment rather than spoil the fun by correcting every error. Take the role of a grandparent who delights in their grandchild, despite what the child may do. Be patient and kind at all times. They are, after all, little kids. 🐾



Working with preschoolers takes a bit of mental adjustment. Remember that everything is new to them and they can use a few suggestions to help them organize their environment.

Fast and Easy Access to Information

Changing the Way We Think

By Tom Vaughn

"The new technologies — because they deliver information fast, provide easy access to it, and enable rapid response times — are 'flattening' the decision-making processes in many organizations, thus weakening hierarchical institutions and redistributing power 'downward.'

Even the U.S. military needs to change if it is to function at optimal capacity in the information age, said Lt. Gen. Anthony Zinni of the U.S. Marine corps. 'Decision-making in the [U.S.] military takes too long,' he said. **'We have to be able to act faster, and that means making decisions at lower levels which will require restructuring.'**" From *Diplomacy and Conflict Resolution in the Information Age*, *PeaceWatch*, June 1997, U.S. Institute of Peace. (Emphasis added.)

Item: The first (and not last) reprimand I got in the NPS was over publications. I had the audacity, immaturity, foolhardiness, and agency disloyalty (according to the regional office staffer who sent me a smoldering blue envelope memo) to point out that I was wasting time on a publications report because those decisions were all made in the regional office anyway.

Item: As Al Gore started eliminating and streamlining government paperwork and regulations in 1993, the Director of BLM central-

ized the approval authority for all publications in the Washington Office.

Item: "Publication" is now being defined in at least some USFS offices as including machine-copied informa-

One answer is: agency cultures value control over initiative. If you don't allow people to make decisions, you won't have to answer for their errors in judgment. The fact that centralizing authority stifles initiative is irrelevant; it just

Agency cultures value control over initiative. If you don't allow people to make decisions, you won't have to answer for their errors in judgment,

tional handouts; prior approval from the Regional Office is now required for all such 'Publications.'

Jean-Marie Guéhenno, quoted in the *PeaceWatch* article cited above, said "Diplomats are wedded to territory and territorial issues — 'they love to work with maps' — but they are ill-equipped to deal in a world where the currency of international relations is increasingly information — **'which can no longer be hoarded.'**" (Emphasis added.) The same observation could be applied to agencies!

How can military leaders be talking about flattening organizational structure and empowering front-line people to make potent decisions rapidly, while civilian agencies are still going through reflexive spasms of micromanaging information?

doesn't create the stress a Congressional inquiry does!

I dream of a time when leaders lead and the "chain of command" is replaced by a "linkage of leaders." I dream of a time when employees are . . .

- **trained in their mission and responsibilities,**
- **led to understand teamwork makes everyone look better,**
- **turned loose to do their jobs the best way possible, and**
- **rewarded for excellence or guided when they fall short.**

I guess I'll be dreaming for a long time! 🐾

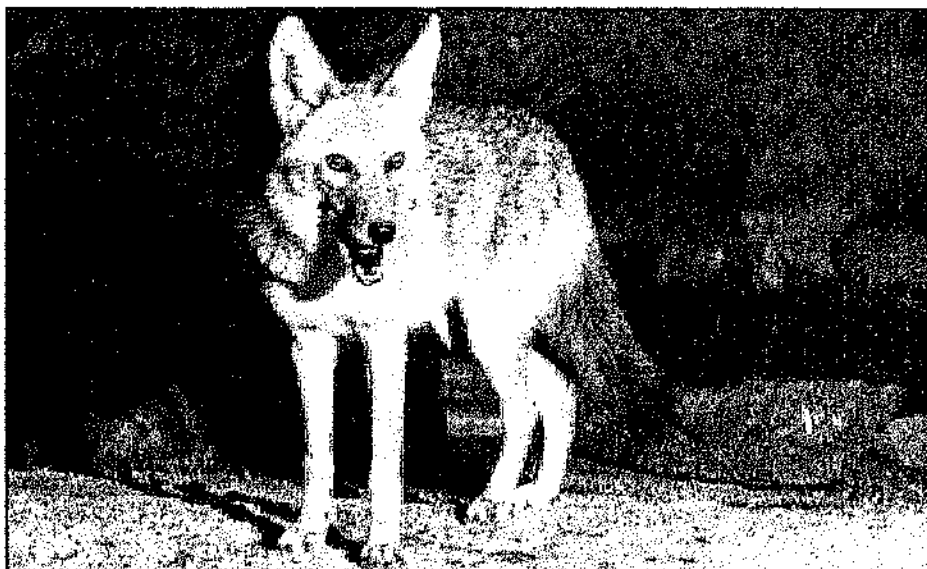
What Was That, A Dog or A Fox?

By Jack Hall

Chances are you may have been driving along one evening and seen a medium sized, doglike animal run in front of your car. Driving along, you just shook your head and said, "Biggest fox I've ever seen." What you may not realize is: that 'big fox' may have been a coyote.

Coyotes are traditionally viewed as a Western species. Many a cowboy in a Saturday matinee has been lulled to sleep by the haunting cry of the coyotes on the lonesome prairie. As cowboys pushed westward, the coyote pushed east. By the 1970s coyotes had reached the Atlantic Ocean. Coyotes can currently be found in every state except Hawaii. Coyotes are very adaptable, and are even turning up in such unlikely places as New York City.

Coyote is the common name for *Canis latrans*, one of 38 species from the family Canidae. The canids include our familiar domestic dog, as well as foxes, wolves and coyotes. Coyotes are larger than foxes but generally fox-like in appearance. They have a long pointed nose and, like most dogs, have a keen sense of smell. They have pointed ears and a long bushy tail. Their color varies from reddish blond to light gray. Any similarity to Wile E. Coyote of cartoon fame is purely coincidental. Coyotes are extremely efficient predators wherever they roam. Coyotes are fast; very fast. They have been clocked at over 40 miles per hour. They are quite capable of



Coyotes can currently be found in every state except Hawaii. Coyotes are very adaptable, and are even turning up in such unlikely places as New York City.

running down prey which includes rodents, birds, insects, rabbits and carrion. Coyotes will prey on unprotected sheep. They are too small to prey on adult deer but may take fawns or deer that are weakened by old age or disease. In fact, coyotes will eat almost anything. One reason for the success of coyotes is their ability to use such a wide variety of foods.

Coyotes usually breed once a year. The female will have a litter of from five to ten pups. Pups are born in the spring and by autumn are able to fend for themselves. Being closely related to dogs and wolves coyotes are able to crossbreed with both. "Coydogs," or coyote / dog hybrids, are usually unable to successfully breed with other coyotes and so do not become a stable part of the breeding population. Coyotes have been known to crossbreed with wolves. There is mounting evidence

that the red wolf, *Canis rufus*, is in fact such a cross.

There have been many attempts to exterminate coyotes. This is especially true in the sheep-farming regions of the West. These measures usually end in failure as the wily Coyote will not eat food that smells tainted by man. They will simply move to another region and quickly adapt to their new home. Opponents of these extermination measures point out that coyotes are an important part of the ecosystem. They are one of the primary controllers of the populations of prey species. Without coyotes, populations of rabbits and rodents could reach epidemic proportions.

So if you see a "big fox" running across the road one evening, take a moment to stop and admire one of the most successful predators in North America, the wily coyote. 🐾

Jr. Rangers: Predator and Prey

by Joanie Cahill
Interpreter I, Anza-Borrego

Introduction

10 min

Welcome kids, explain length of program and where parents will retrieve them

- Introduce yourself
- Have each child tell name, grade, and favorite animal
- Explain Jr. Ranger program, awards
- Introduce today's theme: **"In the natural world, every animal is either a predator, a prey, or both."**
- Ask children the following questions . . .
 - What is a predator? . . . *an animal that captures and feeds on other animals.*
 - What is prey? *(Be sure to explain the spelling, pr-e-y.) . . . an animal that is hunted or killed by other animals for food.*

Main Part of Program

Identifying Predators and Prey
20 min

Show a pelt or picture of an animal that lives in your park — for example, a mountain lion. Ask the kids to tell you whether it is a predator or prey (*Answer: predator*). Ask them to tell you what characteristics it has that make it a good predator. Some answers might be: sharp claws; sharp teeth; coloring or camouflage; enhanced night vision; long tail for balance; etc.

Show another predator, or ask the kids to name other predators that live in the park.

Here's a ready made program you can use in a pinch. This Jr. Ranger program features a really fun game while reinforcing important concepts about your park's wildlife.

Theme: In the natural world, every animal is either predator, prey, or both.

Kids will gain:

1. Awareness of the variety of wildlife that live in the park's environment.
2. Understanding and appreciation of the characteristics and roles of predators.
3. Understanding and appreciation of the characteristics and roles of prey.
4. Awareness that an animal can be both predator and prey.
5. The ability to explain why natural places like state parks are important for the survival of wildlife.

Time: 60 minutes

Location: Outdoors

Size of Group: Minimum five

Supplies: Log books, stamp, and awards

Pictures, pelts, skulls, etc. of wild animals that live in your park (optional)

One blindfold



Ask the kids to list some important characteristics or adaptations for predators that help them be successful hunters. What are valuable characteristics or adaptations for prey to have? Ask them why state parks are important places for wildlife.

Do the same with one or more other animals that are prey animals — for example, a rabbit.

After discussing the characteristics, ask the children, "What do most prey animals eat?" While most probably eat plants, some also eat animals. Ask the kids to name some animals that live in the park that are both predator AND prey.

Thicket Game 20 min

Take the group to an area that's thick with plants, area such as a forest next to a meadow. Make sure you've scouted out the area in advance and there are no hazards such as poison oak. Explain to the kids that they will become predators and prey for this game.

1. Choose one child to be the predator. Ask him/her what predator she/he would choose to be and why. Blindfold the predator and he/she counts to 15 while the other kids (prey) hide. Explain to the kids that they must hide in a place from which they can see the predator AT ALL TIMES.

2. After counting, take the blindfold off your predator. He/she will look for the prey BUT without leaving the starting place. He/she can turn around, squat, stand on tip-toes and pivot, but he/she can't walk around or change location. The predator looks for a prey, and when he/she sees one of the other kids, the predator calls out their names or describes them. ("I see the girl in the blue checked shirt that's behind the big rock...")



3. Once identified, the prey comes out but does not give anyone else away. When the predator can't find any more prey, it is time to count again. The prey that were caught are considered "eaten," and are now part of the predator. So the original predator, plus all of the prey who were caught, now form a huddle with heads down and eyes closed, and count together to 15.

4. While the predators are counting, the rest of the prey find a new hiding place that is *closer in*. They still must be able to see the predator AT ALL TIMES.

5. After counting, the predators all follow the same rules as the original predator, staying in place and calling out the prey that they see.

6. Continue the game until there are only one or two prey left. Have them stand up and identify themselves. Ask them how they managed to stay in the game so long.

7. If time allows, play again!

Conclusion

10 min

Sit in a circle. Ask the kids to tell you what adaptations would have made it easier for them to have remained hidden in the game. Some ideas that may come out are: changing colors (or clothes); being smaller; being able to climb trees; etc. Remind them that many prey animals stay alive by being still, having fur that doesn't snag on bushes, being camouflaged, etc.

Ask the kids to list some important characteristics or adaptations for predators that help them be successful hunters. What are valuable characteristics or adaptations for prey to have? Ask them why state parks are important places for wildlife. Remind them again that in the natural world, all animals are either predator, prey, or both.

Hand out log books and stamp them. Say the Jr. Ranger pledge together. 🐾

Resources

● **Project Wild Elementary Activity Guide** published by the Western Regional Environmental Education Council

● Lists of mammals and birds found in your park.

Nature Education and Intuition

By Joseph Cornell,
author, *Sharing Nature with Children*

A teacher in the Southwest told me he once asked the children in his class to draw a picture of themselves. "The American children," he said, "completely covered the paper with a drawing of their body. My Navajo students, however, drew themselves quite differently. Making their bodies much smaller, they also included in their drawings the nearby mountains, canyon walls, and, desert washes. Because to the Navajo, the environment is just as much apart of who they are as are their own arms and legs."

The understanding that we are a part of something larger than ourselves, is, I feel, Nature's greatest gift. Because with it, one's sense of identity expands and, by extension, so does his or her concern for the well being of all. True caring for the environment comes, as Lao Tsu said, "when you love the world as your own self." Whenever we, as nature leaders, point out a bird or flower, aren't we ultimately hoping to encourage this type of loving respect?

In Western culture, especially, people often confuse knowledge with wisdom, and think that if we learn enough, then we'll care enough. But knowing what we ought to do and doing it are two different things. Tanaka Shozo, the pioneering Japanese conservationist, said, "The care

of rivers is not a question of rivers, but of the human heart." This is because love is the greatest stimulant to the will.

Of course a balance of reason and feeling is needed for understanding nature. The forte of science is explaining how nature works so we can, for example, restore damaged ecosystems and understand the consequences of certain types of behavior. Science is very practical and helps us work creatively with nature.

While science explains nature to us, it is only our intuition, or calm feeling, that can perceive it. When Albert Einstein discovered the law of relativity, it was in a flash of intuitive

insight. Only many years later was he able to reason it out scientifically. Einstein said also that every scientist, to be great, must have a mystical awe of the universe. In other words, be someone of deep feeling and reverence. Science, if it is to be more than mundane, needs to be accompanied by and inspired by deep intuitive feeling. Intuition has been described as the knowledge of the soul because through it, we experience our unity and harmony with the totality of life.

All the nature games and activities I've written help children and adults gain greater intuitive as well as scientific understanding of nature. The Flow Learning system we use to teach the activity makes this approach very practical, because it works with people where they are, and step by step gently brings them to a deeper, more profound experience of nature.

For example, the first stage of Flow Learning — Awaken Enthusiasm — uses playful games to get the children excited and motivated to learn. A stationary car is hard to steer, but once it's moving, it's quite easy to guide the car where you want it to go. It is the same for children or adults: once you get them enthusiastic, it's easier to guide them. The Flow Learning progression leads naturally to the third stage — Direct Experience — and the intuitive realization that we are part of something much greater than ourselves. 🐾



The understanding that we are a part of something larger than ourselves is Nature's greatest gift. Whenever we, as nature leaders, point out a bird or flower, aren't we ultimately hoping to encourage this type of loving respect?

*You don't want to miss the
1998 National Interpreter's Workshop!*



Come by plane, by boat, by car, by dogsled . . . Get there any way you can!

Rush to Alaska...It's Cheaper Than You Think!

If you'd like to attend the National Interpreter's Workshop but can't afford the plane ticket, think again. Ticket prices fluctuate quite a bit. In the last six months, the cheapest round-trip ticket from San Diego to Anchorage has been priced as low as \$293 and as high as \$550. Here are the lowest round-trip ticket prices as of June 26th.

From San Diego

Delta Airlines: \$350

Alaska Airlines: \$452

From Los Angeles

Delta: \$345

Alaska: \$409

From Sacramento

United: \$427

Alaska: \$456

From San Francisco

Alaska: \$408

United: \$448

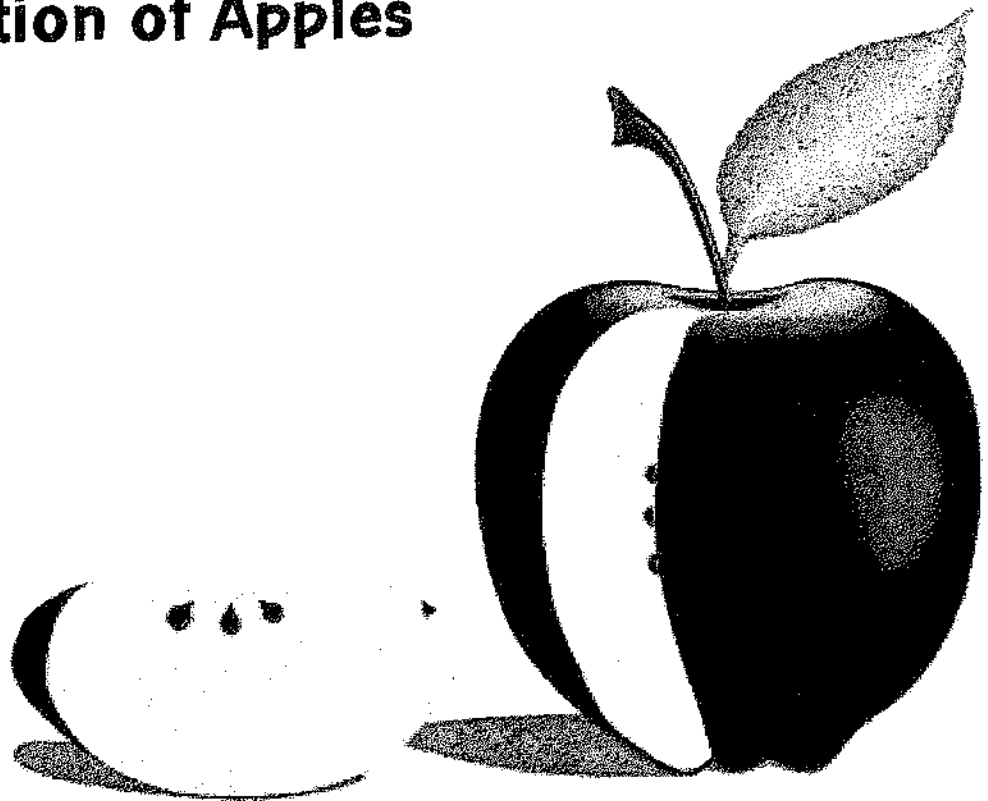
For the latest price, contact your travel agent, or go on the internet to expedia.msn.com. Delta Airlines is offering a 5% to 15% discount to NAI members dependent upon paying for your ticket at least 60 days in advance. For information on this, call (800) 241-6760. Mention file number 113834A when you call. 🐾



The Interpretation of Apples

By Neal Bullington
NPS Interpreter

Apples are still our favorite and most useful fruit, but apples played a much larger role in the lives of people in the past than they do today, and this can be an interesting subject for historical interpretation. Many parks and historic sites have apple trees that were planted as much as a century ago. Generally these trees are heritage or antique varieties, types that you no longer can find at the grocery store. Have you ever tasted an English russet, a black gilliflower, a sheephnose, or a pomme d'api? If not, you really don't know what you have missed.



When you think about it, apple lore pervades our culture. For example, to warn people about undesirable companions, we say that "one bad apple can spoil the whole barrel." A popular song implored "Don't sit under the apple tree with anyone else but me!" If we want to make the point that children turn out to be like their parents, we say that

For several years, I have researched apple lore and have edited what I found into three sections. The first contains facts, sayings, songs, poetry, history, classical myths and folklore, foreign language equivalents, and uses (including the world's oldest recorded apple recipe). The second section is a resource list containing a bibliography, a listing of businesses

I will provide any of this material free to anyone interested. You may request it on paper, but the third section is very lengthy so do not request it on paper unless you have a sincere desire to do serious research. I can also provide it on a 3.5" computer disk (send me a blank disk if possible). Specify whether you need the disk files in Microsoft Word, WordPerfect 5.0 or 5.1 for DOS, or 5.1 for Windows. I can also send it via the internet. My address is Neal Bullington, Sleeping Bear Dunes National Lakeshore, 9922 Front St., Empire, MI, 49630. The E-mail address is Neal_Bullington@nps.gov.

Have you ever tasted an English russet, a black gilliflower, a sheephnose, or a pomme d'api?

"the apple doesn't fall far from the tree." New York City is the "Big Apple." Adam and Eve were supposedly ejected from the Garden of Eden for eating an apple. The symbol of the Great Depression was the street corner apple seller. The list goes on and on.

that provide antique apples or trees, and networking sources for additional information. The third section is an alphabetical listing of a couple of thousand of the best documented apple varieties, with bibliographical sources for information about each.

Always remember what Andrew Marvell said in 1650: "What wond'rous life is this I lead. Ripe apples drop about my head." 🍏

CALIFORNIA STATE PARKS

150 EXCHANGE.

A WORD ABOUT LIVING HISTORY!

AT LAST! LIVING HISTORY PROGRAMS--LONG VALUED AS effective devices for interpreting the past--are now being coordinated through PARKS-150's GOLD RUSH LIVING HISTORY STANDING COMMITTEE, chaired by Bob Grace from William B. Ide Adobe State Historic Park. This committee, composed of staff from throughout the Department, has been established to share information about events, skilled re-enactors, and resources.

ONE OF THE COMMITTEE'S GOALS IS TO ASCERTAIN THE VARIOUS strengths of the Departments's living history programs. What special knowledge does each group have? Can it be transferred or used at other locations? And, can mutually beneficial exchange agreements be developed among living history groups throughout the state? 1998 has proven that swapping information, resources, and people can transform modest events into grand ones!

A CALENDAR DATABASE (Access) of LIVING HISTORY AND HISTORIC DEMONSTRATION EVENTS has been compiled to help track programs from 1998 through 2000. If you would like a copy, contact Mary Helmich, the Department's Sesquicentennial Coordinator at (916) 653-8339. If you would like to learn more about the committee, call Bob Grace at (530) 529-8599.

❧ A GOLD RUSH MERCHANT'S MANUAL. ❧

A GOLD RUSH MERCHANT'S MANUAL, Or How to Appear as a Mid-19th Century Store in a 21st Century World, is available once again! In 1989 this manual for the 1849 Scene of Old Sacramento State Historic Park was developed by Mary A. Helmich and Pauline G. Spear to aid concessions. It offers ADVICE ON Sacramento's GOLD RUSH years, BUSINESSES and TRADES of the era, PRODUCTS and PACKAGING, ADVERTISING, merchandising PRACTICES, interiors and furnishings--information not generally available in history books!! The two-volume set has been much sought after by historians, living history re-enactors, curators, and teachers, etc., etc. A limited number of the first volume (188 pages) has been photocopied and is now available upon request (contact Mary Helmich 916 653-8339). (District Interpretive Coordinators Note: Several copies will be sent to you soon.)

CONTINUED NEXT PAGE ➡

SESQUICENTENNIAL MISSION.

A REVISED DEPARTMENT MISSION STATEMENT FOR CALIFORNIA'S Sesquicentennial has been developed by PARKS-150 to replace the one written in 1992 (Can you believe it?). It reads:

The California State Parks Gold Discovery to Statehood Sesquicentennial Mission is to stimulate interest, promote understanding of California's unique history, encourage the preservation of natural and cultural resources, inspire the development of legacies for future generations, and to increase support and appreciation of State Park's role as guardians of California's most significant historic and natural treasures.

GOALS AND OBJECTIVES FOR SESQUICENTENNIAL ACTIVITIES throughout State Parks are to be tied to the legislative-approved Core Program Areas of Resource Protection, Education/Interpretation, Facilities, Public Safety, and Recreation. Currently PARKS-150's Standing Committees are working to refine these Goals and Objectives Statements.

👉 CHAUTAUQUA PERFORMERS. 👈

THERE MAY STILL BE TIME TO SCHEDULE A CHAUTAUQUA performance for your California State Park. The CALIFORNIA COUNCIL FOR THE HUMANITIES has twelve highly qualified SCHOLAR-ACTORS reenacting historical characters from the pages of California history. Fees are reasonable for these fine performers and GRANTS MAY BE OFFSET by providing overnight accommodations. If you are interested in securing one or more, contact the California Council for the Humanities at (415) 391-1474 or FAX at (415) 391-1312.

FOUND!! THE WRECK OF A GOLD RUSH CARGO SHIP!

THE SAN FRANCISCO MARITIME MUSEUM IS CELEBRATING California's Sesquicentennial with a new exhibition on the BALTIMORE CLIPPER SHIP, FROLIC. The ship sank off the Mendocino Coast on July 25, 1850 with a cargo of Chinese merchandise! Through archeological finds, the exhibition re-creates the cargo, including a reproduction PRE-FABRICATED CHINESE BUILDING, hardware, carved ivory fans, umbrella handles, jewelry, and other fancy goods. Information gathered in this exhibition could be useful in many State Parks!!

PARKS-150.5

**CALIFORNIA STATE PARKS:
THE HEART AND SOUL OF
CALIFORNIA'S SESQUICENTENNIAL.**

California's Tapestry

A Section of *The Catalyst*

Office of Community Involvement

Issue #9 - Summer '98

They Sent it to the Wrong Person

By Jack Shu

It was addressed to me, and in large bold print across the front of the envelope it read "A remarkable new book is about to be published and **you**, Jack Shu are in it." There was also a historical picture of immigrants with the Statue of Liberty in the background. It was sent by The New World Book of Shus, Beth, Ohio. At first I was very curious, for my oldest brother had told me of a book about the Shus in China that may have been translated and that several of my father's uncles and grandfather were featured.

About two seconds after opening the envelope, I realized that there was something fishy about this piece of mail. For only \$39.95, \$20 less than the regular price, I could purchase "The New World book of Shus." The letter went on to state – "You'll be provided with the only International Directory of virtually every Shu household (with up-to-date address) after searching sources in the United States, Canada, Australia, New Zealand, England, . . ." (listing every country in Europe) "This exciting publication features this valuable and

extensive International Directory of Shus and it is as complete as possible. **You**, Jack Shu, are listed in this section of the book. This one-of-a-kind Shu book reveals reasons why **Euro-pean** immigrants left the Old World; . . . the incredible hardships they endured; and the new lives they began, dramatically told in first-hand accounts from letters, journals and diaries." And it went on and on like this.

This was getting funny, a joke, or a very sad statement about something, but I'm not sure what. It's obvious the letter and the envelope was a computer generated advertisement. Didn't someone look at the list of names at some point? If that had occurred, then it would have been easy to purge out the names from the list that obviously didn't belong there.

In California that would be a very significant percentage of the names. Just the Asian names alone may make up 12% of the list and leaving them out would reduce mailing and handling cost without a decrease in sales. Of course there might be some Asians who buy the book just to get another laugh.

There are other groups of people who would be offended by this mailing and the wording of the letter. What if it were mailed to a Mr. Jackson so that he could buy the "The New World Book of Jacksons" and learn about the Jackson's family "crest"? Only this particular Mr. Jackson got his name from his grandfather who acquired the name from his former owner as he was being freed from slavery. Yeah, I'm **sure** this Mr. Jackson would like to know where all the Jacksons came from.

This isn't just an innocent mistake of an advertiser. This type of incident places another barrier for us to become an inclusive community. It is an attitude which overlooks our rich multi-cultural country. It is also very damaging to any program which hopes to attract a larger, more diverse audience.

My message for interpreters in this article is simple — *Search and Destroy*. Actively look for materials or components of our programs which are offensive to some, simply not relevant, or incorrect. Then either get rid of them or interpret them appropriately. Doing anything less would be unprofessional. 🐾

Submit articles and comments to: Jack K. Shu, Park Superintendent,
OCI- Southern California, c/o Southern Service Center, 8885 Rio San
Diego Drive, San Diego 92108, Ph# (619) 220-5330

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CALIFORNIA STATE PARKS

Park Services ♦ Interpretation

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